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ABSTRACT

Four- and six-year language programs emphasizing the development of listening comprehension, speaking, reading, writing, and cultural understanding are outlined in this guide. Major sections cover guiding principles in the development of the foreign language curriculum, teaching techniques, and evaluation. Subclassified materials include coverage of: (1) new approaches to scheduling, (2) distribution of class time, (3) individualized instruction, (4) language laboratory, (5) construction procedures for tests and quizzes, (6) test types and techniques, and (7) standardized achievement and aptitude tests. Appendixes contain commentary on vocational opportunities and a list of references cited in the bulletin. For a companion document see ED 035 335. (RL)

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Modern Foreign Languages

A FOUR-YEAR PROGRAM

A SIX-YEAR PROGRAM

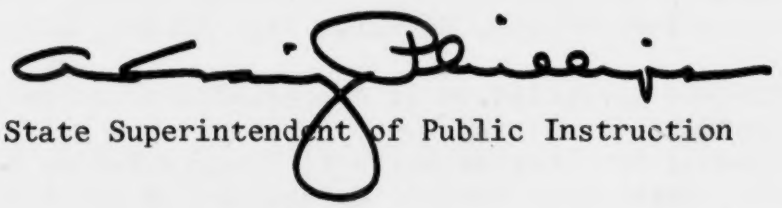
Division of Language Arts
STATE DEPARTMENT OF PUBLIC INSTRUCTION
Raleigh, North Carolina

FL 002 100

FOREWORD

American education is seriously concerned with the improvement of international understanding and cooperation. Several areas of the curriculum can contribute information about other cultures, but only language learning gives the student experience in the foreign culture. Through speech-pattern assimilation, language learning brings the beginning of direct comprehension, without translation of foreign speaking and writing, and the beginnings of immediate vocal response in conversational situations. When the language student progresses to the point of being able to read foreign literature with understanding, his awareness of the new cultural medium is further enriched by the insights of creative writers, and his sympathies are involved by the skill of great art directly experienced.

Only language learning affords this intimate perception of a culture. It thus makes a crucial contribution toward the potential understanding of many cultures unlike our own, for a single experience with cultural relativity makes easier the transition to another mode of thought and, if need be, to many others.



State Superintendent of Public Instruction

PREFACE

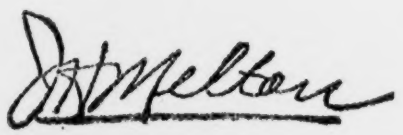
The purpose of this guide is to suggest a minimum program for the development of the four language skills (understanding, speaking, reading, and writing) and cultural understanding, which will promote at the local level further long-range planning in a curriculum that will be relevant to the needs of students in a rapidly changing society. This publication is tentative. All teachers are invited to reevaluate their language programs and to suggest new ideas that will bring greater reality and motivation to the teaching of foreign languages. This guide, which deals mainly with skill development, should be used together with Teaching for Cross-Cultural Understanding to give the proper balance to a program that will provide opportunities for students to learn to communicate both linguistically and culturally with people of other nations.

Preparation of a publication of this type represents the cooperative efforts and the combined planning and thinking of a large number of people. The planning, the conferences and the writing have been under the direction of Mrs. Tora Ladu, Director, Division of Language Arts Education, assisted by Mr. Virgil Miller and Mr. José Infante, Foreign Language Consultants.

Grateful appreciation is expressed to the six teachers responsible for the writing of the greater part of this publication: Miss Dolores J. Joseph, High Point Central High School; John Lett, Jr., Ashley High School, Gastonia; Mrs. Cynthia P. Smith, Hillside High School, Durham; Mrs. Rosalie Williams, Shaw University, Raleigh; Mrs. Cornelia Winton, Sanderson High School, Raleigh; and Mrs. Aileen Hepler, Reynolds High School, Winston-Salem.

Sincere appreciation is expressed also to an advisory committee who began the consideration of the content for the new guide: Mrs. Lucile Gault, Murphy High School; Mr. Charles Garrett, Roanoke Rapids High School; Mrs. Jane Mitchell, Curry High School, University of North Carolina at Greensboro; Miss Belle Hockaday, Supervisor of Harnett County Schools; Miss Cauline Howell, Department of Foreign Languages, Appalachian State University; Dr. Alexander Hull, Department of Linguistics, Duke University; Dr. William McKnight, Department of Romance Languages, University of North Carolina at Chapel Hill; and Miss Elizabeth Raney, Chapel Hill Senior High School.

Sincere thanks are expressed also to Mr. Walter McCraw and Mr. James Jackman for editorial assistance, to Mrs. Patricia Bowers for the cover design, and to Mrs. Dolores McLamb for typing the manuscript.



Assistant Superintendent for Program Services

C O N T E N T S

FOREWORD

PREFACE

I. THE FOREIGN LANGUAGE CURRICULUM: GUIDING PRINCIPLES 1
A. The Nature of Language--Implications for the Curriculum 1
B. Reasons for Learning a Foreign Language 1
C. Length of Study 2
D. Who Should Study a Foreign Language 2
E. Levels of Learning. 2
F. New Approaches to Scheduling 3
G. Emphases of Foreign Language Study 5
H. Objectives of Foreign Language Learning 5
I. Distribution of Time 6
Chart of the Progressive Development of the Four Skills 7
J. How Administrators Contribute to the Foreign Language Program . . . 8
K. The Teacher's Role in the Foreign Language Program 9
L. The Counselor and the New Language Program 9

II. TEACHING TECHNIQUES. 10
A. Introduction. 10
B. Listening and Speaking Skills 11
C. Reading 14
D. Writing 18
E. Individualized Instruction 22
F. The Language Laboratory 24
G. Achievement to be Expected 24
Charts--Six-Year Sequence 27
Four-Year Sequence 33

III. EVALUATION 37
A. Guiding Principles 37
B. General Guidelines for Testing 38
C. Construction Procedures for Tests and Quizzes 39
D. Test Types and Techniques 40
E. Standardized Achievement Tests Now Available 42
F. Aptitude Tests for Foreign Language Students 43
G. Summary 44

APPENDICES:
A. Vocational Opportunities for Using Foreign Language Competencies . . 46
B. References Cited in This Bulletin 47

SECTION I. THE FOREIGN LANGUAGE CURRICULUM: GUIDING PRINCIPLES

A. The Nature of Language--Implications for the Curriculum

Foreign language learning involves both the progressive development of skills and the acquisition of knowledge. As in any skill development, continued practice is essential. Research has indicated that young children learn languages more easily than adults. Therefore, as early a start as possible is recommended, but only if provisions can be made for continued study of the language. In any foreign language program, therefore, a student should continue his study of the language through grade 12. Where this is impossible, some provision should be made for maintaining the foreign language skills through independent study or extra-curricular work, as indicated elsewhere in this bulletin.

In recent curriculum development, the general emphasis has been on the creation of concepts and understanding of the subject matter rather than on the development of skills alone. The importance of foreign language learning in the high school curriculum is not based solely on the acquisition of a skill. "Of course the skill in itself is useful and opens up access to a foreign literature and culture, but at the same time the very process of acquiring the skill can be combined with creating a deeper understanding of the nature of language. Elementary language instruction and learning can have a subject matter content that goes beyond the acquisition of a skill alone."* Language learning should create an understanding of concepts that will be useful in the acquisition of other foreign languages.

B. Reasons for Learning a Foreign Language

- Through a direct experience in another culture, the student becomes aware of another people's way of thinking and feeling and of a different approach to dealing with the everyday realities of life.
- Because of increasing contacts and interests in other parts of the world, our country needs a greater number of persons who can communicate, both linguistically and culturally, with peoples of other nations.
- Study of foreign languages improves the student's understanding of his own language and culture.
- Knowledge of foreign languages can lead to career opportunities in government service, international trade, education, and other fields.

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*Robert L. Politzer, Foreign Language Learning: A Linguistic Introduction. Prentice-Hall Preliminary edition, 1965. p. VI.

C. Length of Study

. A minimum of four sequential years in at least one foreign language should be the first objective in any secondary school.

. Where school organization permits and where a foreign language program in grades 9-12 is in effect, the school should consider extending the language down to grades 7-8 or below.

. Secondary school students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two.

. Students who have completed several years of study of a foreign language in elementary school should continue to be grouped in the same unit in junior high school, and a separate unit or grouping should be organized for those just beginning foreign language study at this level; in effect, a "multi-track" system for foreign languages will be needed in the junior and senior high schools.

. Regardless of how early foreign language study is introduced, each language student should be assured that courses will be available from the point of beginning through the twelfth grade. In some cases, this may require a departure from the practice of holding full-period classes five days per week at the advanced levels.

D. Who Should Study a Foreign Language

. Any interested student should have the opportunity to begin the study of a foreign language and to continue it as long as his abilities and interests warrant.

. It is better for a student to study one foreign language until he has achieved a high degree of proficiency rather than to study two or more languages for a shorter period of time. Those students who have demonstrated success in their study of one foreign language, however, should be encouraged to add the study of a second foreign language to their program.

. Designation of foreign language courses as "college preparatory" is to be discouraged. Language study can be a profitable and enjoyable experience for any student, regardless of vocational aspirations. Unlike the college-bound student, the terminal student may never have another opportunity for the unique experience which foreign language study offers.

E. Levels of Learning

The term "level of learning" provides a better standard of reference than is provided by the terms "semester" or "grade" or "year", both for definition and for sequence in foreign language study. Such a standard can be used to indicate a student's level of achievement in a subject, regardless of his grade placement. A level of learning specifies an amount and range of language learning without consideration of the time spent doing the learning,

the conditions of study, or the age of the learner. Syntax, morphology, and phonology are identical on a given level, even though the vocabulary and subject matter will vary according to the maturity, ability, and interest of students. Also, the types of class activities will vary between the seventh grade and the freshman year in college.

The six-year program is considered in terms of five levels of language achievement. The seventh and eighth grades generally constitute Level I; the ninth grade, Level II, etc., in the six-year program. Where the foreign language is begun in the elementary school, three or four years will constitute Level I. These students, however, should be kept in a separate "track" until Level III, because the learning experiences vary with age.

To clarify references to grades and sequences in a curriculum guide designed to be uniform for both junior and senior high schools, the level-grade equivalencies are the following:

	For Students Beginning in the Elem. Sch.	For Students Beginning FL Study in Grade 7	For Students Beginning FL Study in Grade 9
Level I	Grades 4-5-6	Grades 7 and 8	Grade 9
Level II	Grades 7-8	Grade 9	Grade 10
Level III	Grade 9	Grade 10	Grade 11
Level IV	Grade 10	Grade 11	Grade 12
Level V	Grade 11	Grade 12	
Level VI	Grade 12		

F. New Approaches to Scheduling

(1) Modification of the Traditional Schedule

In order to establish a longer continuous course of study, many schools have found it necessary to break with the tradition of offering foreign languages on a full-period or five-day-per-week basis. Below is a sample of one scheduling pattern being used today:

GRADE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CREDITS
6 (or below)	30 minutes daily, five days per week					
7	30 minutes daily (or 1/2 period) five days per week					
8	30 minutes daily (or 1/2 period) five days per week					
9	Full Period*	Full Period	Full Period	Full Period	Full Period	1**
10	Full Period	Full Period	Full Period	Full Period	Full Period	1
11	Full Period		Full Period		Full Period	3/5
12		Full Period		Full Period		2/5

The above schedule allows a student to stay with one program until he has achieved considerable mastery of the one language he has chosen. Also, it may permit him to alternate other subjects with advanced foreign language courses in the senior high school. Personal typing, physical education, music, or another foreign language are but a few of the numerous possibilities.

(2) Flexible Scheduling

Computer-generated, flexible high school schedules are now being tried throughout the country. There are many approaches to flexible scheduling, and it is clearly not possible to discuss each of them within the scope of this bulletin. However, the introduction of such innovations requires basic changes in the way languages are taught. An example of one type of scheduling format is given below to illustrate the type of adaptations which the language staff will be required to make when flexible scheduling is adopted by the local school system:

a. Fifteen modules of time per week are allocated to each language class. Each module is 20 minutes in length which is comparable to the traditional provision (i.e., 15 x 20 minutes = 300 minutes; 5 x 60 minutes = 300 minutes).

b. Five of these 20-minute modules are devoted to structured classroom activities. (They may be scheduled back to back to provide two 40-minute sessions and one 20-minute session or may be daily 20-minute meetings.)

c. Four of these 20-minute modules are devoted to structured laboratory activities which are supervised by the teacher. (This presumes adequate laboratory facilities and materials.)

d. Two of the 20-minute modules are scheduled back to back to provide one 40-minute large-group meeting each week. (For example, all first-year students are brought together to view a film, to be tested, or to engage in some other activity which is suitable for large-group presentation.)

e. Four of the 20-minute modules are "back scheduled". This means that various self-study activities will take place in these modules. Some students will go to the laboratory which is supervised by a para-professional language laboratory director. They will engage in remedial drill work according to their special problems which the teacher has identified in the more highly-structured sessions. Other students will go to small-group instructional sessions supervised by regular teachers and intern teachers. Others will do enrichment work in the laboratory or in an instructional materials center where all types of audiovisual devices are available. And, finally, there will be still other students who can achieve at a rather high level without making use of the back-scheduled time. They will have these modules available to do other work either in foreign languages or in some other subject area.

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*By "period" is meant the usual 50-, 55-, or 60-minute class "hour".
**In some junior high schools (4) no units of credit are given, but the ability to do advanced work can substitute for "credits".

All of this implies a much greater dependence upon student self-study. This, in turn, implies the need for self-instructional texts and tapes for the language laboratory. Where schools are moving toward the flexible schedule, language teachers would do well to begin selecting, well in advance, materials which the student can use by himself or which he can use with only the help of a laboratory technician.

G. Emphases of Foreign Language Study

The study of a foreign language is viewed as an integration of linguistic skills, cultural knowledge, and attitudes of understanding and appreciation of other people. Hence, stress is laid on a coordinated approach.

By placing emphasis on pupil participation in meaningful experiences and on functional activities and socialized procedures related to the language arts, learning is motivated and practice is made purposeful. Social situations are utilized as often as possible. Giving directions for classroom routines; dramatizing greetings, telephone conversations, restaurant scenes, shopping situations; listening to and singing appropriate songs; viewing films and slides; making tape recordings--all lead to the development of cumulative ability in the use of the foreign language as a tool for communication. Regularly scheduled use of the electronic equipment available in each school is imperative.

H. Objectives of Foreign Language Learning

The immediate objective of foreign language teaching in the schools of the State should be the practical one of communication. Pursuit of this objective elicits a large number of concomitant values. The following objectives should be kept in mind for all levels of instruction:

Linguistic

. Listening Comprehension

Ability to understand a native speaker talking at normal speed about a subject within the student's language experience.

. Speaking Ability

Ability to speak correctly with good pronunciation and clear enunciation on a subject within the student's experience in the modern foreign language.

. Reading Ability

Ability to read with direct understanding without the ritual of translation, anything within the range of what the student has learned to understand and say; ability to read more difficult materials with the aid of a dictionary.

. Writing Ability

Ability to write correctly whatever he can say.

Social and Cultural

- Awareness of the universality of human experience.
- Sympathetic understanding of another people through insights into their values and behavior patterns.
- Gradually expanding and deepening knowledge of the foreign country, its geography, history, social organization, literature, and culture--and, as a consequence, a better perspective on American culture and a more enlightened Americanism through adjustment to the concept of differences among cultures.
- Understanding of language as a manifestation of culture.
- Deepening of the intellectual insights developed in one's own culture through the study of the literature and philosophy of other cultures.
- Realization of the possible opportunities for use of the foreign language in professions, vocations, and avocations.

I. Distribution of Time

The suggested distribution of time for activities at the various levels indicates the sum of classwork, laboratory practice, and outside preparation. It is assumed that certain activities such as silent reading and most writing will generally be carried on outside of class, and that the major portion of the class and laboratory time, especially in the early levels, will be reserved for listening and for speaking practice.

Since all these activities are interrelated, the time spent in listening and speaking practice contributes directly to the development of reading and writing skills and is the base upon which these skills are built. Cultural material is considered an inseparable part of the four fundamental skills and should be as carefully structured as any other part of the course work.

The chart on the following page indicates a suggested distribution of time for the various activities at each level. Naturally, the percentages are only approximations. Classroom activities are far too complex to permit precise measurement of each separate skill.

CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS

LEVEL I	LEVEL II	LEVEL III	LEVELS IV AND V
50% LISTENING	30% LISTENING	25% LISTENING	20% LISTENING
30% SPEAKING	30% SPEAKING	25% SPEAKING	20% SPEAKING
15% READING	30% READING	35% READING	40% READING
5% WRITING	10% WRITING	15% WRITING	20% WRITING

J. How Administrators Contribute to the Foreign Language Program

The superintendent and the principal have the overall responsibility for the total language program. The principal, in particular, with the cooperation of other personnel in any way responsible for foreign language instruction, appraises the language program and decides ways and means of bringing about an educationally sound, sequential program of four or more years in the language(s) determined most advisable according to community interest and personnel available.

The following are some of the vital responsibilities of the administrator in developing a worthwhile foreign language program:

- Keeping up to date with the latest developments in the teaching of foreign languages--changing methods and the use of electronic equipment and audiovisual devices.

- Insuring proper scheduling and length of study to provide a quality program.

- Providing a continuous program, ending upon the completion of grade twelve.

- Selecting proficient, well-trained teachers and placing them where they can be most effective.

- Urging teachers to subscribe to and read professional journals concerned with foreign language teaching.

- Helping teachers to study the problems that face them in teaching languages and supporting them in their reasonable requests for:

  --Teaching materials
  --Continued training
  --Attendance at workshops, institutes, and important professional conferences
  --Travel and study abroad.

- Maintaining an excellent guidance program to encourage language study and help students select languages.

- Building community understanding and gaining community support for the language program:

  --Its goals and the length of study needed to accomplish them,
  --The professional training needs of the teachers,
  --The equipment needed for a language laboratory as well as other necessary audiovisual materials.

K. The Teacher's Role in the Foreign Language Program

The teacher should have fluency in the language and a thorough knowledge of audiolingual techniques; surface knowledge of the techniques is not sufficient. Thorough understanding of the philosophy that is basic to the method is also essential. Sequences of learning, in-class grouping, course content, and evaluation are as important in foreign language instruction as in the teaching of other subjects. Because new programs at various levels differ in methods, materials, and content, it is essential that the teacher be well-acquainted with the total language program and adjust his teaching to the students' achievement levels rather than attempt to offer a course on traditional ideas of "years" of the language. Mastery of a foreign tongue is comparable to mastery of English: the student must be wholly involved in all aspects of it simultaneously, free to progress at his own pace, neither hampered by nor pushed to comply with preset levels.

The language teacher's responsibilities include knowledge of laboratory operation, correlation of classroom and laboratory learning, and selection and preparation of materials for use in the classroom and laboratory. Any foreign language teacher lacking the necessary fluency in the language and the knowledge of new methods and materials should seek professional improvement by attending in-service workshops and summer institutes, reading professional literature, and using the tape recorder at home. In addition to language facility and proficiency in methodology, the teacher must have imagination, ability to create a good language environment, and ability to establish rapport with students.

L. The Counselor and the New Language Program

Counselors are urged to accept the philosophy that every student should be allowed to study a language for as long as there is evidence of motivation. Students with special language aptitude should be counseled to continue the study of a language until proficiency is acquired. They should be given opportunity to study a second foreign language when they have achieved a reasonable proficiency in the first. Information about out-of-school opportunities to study and use a language and vocational opportunities involving language is of great value to students.

The language teacher and the language supervisor can provide this information to the counselor. The bulletin Modern Foreign Languages: A Counselor's Guide* is a valuable reference.

Counselors should be aware of the fact that an increasing number of colleges and universities are requiring demonstrated proficiency in a foreign language rather than units of credit. In these institutions, students who fall below accepted standards in the performance of the four language skills--understanding, speaking, reading, and writing--will be required to take beginning courses without credit.

Counselors should emphasize to students the importance of continuing the study of a foreign language through grade 12, especially for the college-bound. (See appendix for vocational opportunities.)

*Marjorie Johnston, Ilo Remer, and Frank L. Sievers, Modern Foreign Languages: A Counselor's Guide. OE-27004, Bulletin No. 20, 1960. U. S. Department of Health, Education, and Welfare, Office of Education.

SECTION II. TEACHING TECHNIQUES

A. Introduction

It is essential that the student develop all four language skills if he is to communicate effectively in the new language. Initially, emphasis is placed on careful listening and accurate reproduction of the new sound-system. However, comprehension is essential at the outset, to avoid parrot-like mimicry.

A variety of techniques will help to assist comprehension: gestures and facial expressions of the teacher; pictures or filmstrips; dramatizations; carefully limited and controlled explanations in English. Except for such necessary, brief explanations, the language of the classroom is always the target-language: greetings, names, directions, posters. The teacher strives to create a cultural island, in which it will seem natural for students to employ only the new language.

Practice in the listening-speaking skills is followed within a short time* by the introduction to reading and writing of material already heard and spoken. As the sequence progresses, the student's comprehension-speaking skill gradually improves. Less class time is needed for aural-oral practice. Students then expand their skills in reading and writing.

From the beginning, and increasingly, teachers will need to individualize instruction to allow for personal abilities and interests. Some students will need remedial help from the teacher or an able student. Others may be given the challenge of extended or supplementary assignments. Capable students may sometimes be given the role of teacher.

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*The time lag will depend on the age and ability of the students. Studies by Fernand Marty (Programming a Basic Foreign Language Course, Prospects for Self-Instruction, Hollins College, 1962) indicate that a long pre-reading phase, which may be very successful with young students, can be a handicap to the mature student, age 14 or older. He may visualize an incorrect writing-system because of the interference of his own language experience. A much longer period will be necessary for memorization of dialogue if he does not have a script. He may experience nervous and emotional fatigue from relying on oral-aural encounter after years of dependence on written cues. At the same time, the pre-reading phase must be long enough to acquaint him thoroughly with the new sound-system. Even after the pre-reading phase, he will continue to be exposed first to the sound, then to the text of new material, for a considerable length of time.

B. Listening and Speaking Skills

Level I

Initially, the student's impression of the new language is influenced by the personality of the teacher. Greetings, classroom expressions, directions, songs, imperfectly comprehended at first, will help him to enter into this new and exciting adventure.

It is especially important that the teacher nurture a friendly attitude toward this new experience. Some students will have neither the aptitude nor persistence to master the language skills. Yet, it may be vitally important that they gain some understanding and appreciation of the attitudes and concerns of Hispanic, Germanic, or French Cultures.

Recorded materials reinforce and strengthen the teacher's use of the spoken language. They provide authentic models for the student. Recorded drills must be used sparingly, however--always stopping short of boredom. A good rule of thumb for beginning students is a change of activity every ten or fifteen minutes.

During their early attempts at speech, students are monitored carefully and often, to avoid reinforcement of errors which they would later have to correct. However, the tactful teacher will not correct a student to the point of embarrassment or discouragement. The class may be asked to give the correct response. Later, the teacher may give the student private, individual help.

These techniques are used effectively during the pre-reading phase:

. Teacher-model; class mimicry; group-mimicry; individual mimicry

. Tape-model: same process, enhanced by teacher-use of visuals

. Dramatization of dialogue

. Memorization of dialogue

. Question-answer practice: teacher to class; group; individual

. Directed dialogue, e.g., "ABC, ask DEF what his name is."

. Adaptations of dialogue

. Use of the alphabet in the target language as a means of teaching sounds and as a help in the transition to the written language

. Structural drills

. Homework not in target-language: (cultural topics)

. A brief period in English, preferably at the end of the class period, for questions and explanations

During the early-reading phase, these techniques are effective:

. Continued aural-oral practice in class

. Introduction of reading-writing skills

. Analysis and intensive practice of structures in context after their use in dialogues, e.g., practice in all forms of the present tense.

. Continued insistence on use of the target-language except for one brief period in English. Care must be taken to avoid shifting from one language to the other.

Techniques to combat boredom:

. Maintain an air of enthusiasm: the teacher sets the class tempo.

. Stop mechanical drills short of boredom: watch for "glassy eyes".

. Use innovations in seating, activities, procedures.

. Use songs and music to relax students and to fill time-lags.

. Relate material studied to personal and school situations.

. Provide an attractive environment: posters, bulletin boards, etc.

. Use capable students in teacher-role.

. Plan and organize to avoid time-lapse, disciplinary problems or disinterest; strive for smooth transitions; if necessary, refer unobtrusively to prepared plan.

. Keep all students actively involved; e.g., while one or more students write on board, others participate in a related oral drill.

. Terminate activities at the end of the class-hour, neither early nor late; keep one or two "extras" on tap if class activities are completed earlier than planned.

Level II

Students continue to review and expand their hearing-speaking skills, but larger amounts of time are spent in reading, writing, and analysis of structures as they are encountered in reading.

Emphasis continues to be placed upon skills rather than on spontaneous and creative expression in the language. However, reading will begin to include contemporary materials on which the student may be encouraged to express opinions as well as to answer factual questions. Further exploration into the history, attitudes, and arts of the foreign culture may be assigned according to the ability and interests of the students.

Students will hear a variety of native voices, in recorded dialogues, songs, plays, etc. Material should be fairly well within the student's comprehension, in order to avoid frustration and confusion. Teachers will continue to encourage careful listening and accurate reproduction.

These techniques are effective for aural-oral practice:

. A "warm-up" period on materials previously taught

. Teacher presentation in the target language of new vocabulary and structure

. Reading aloud, in chorus or individually

. Oral response to questions

. Formulation of questions

. Oral reports: events, class-readings, supplementary readings

. Structural drills

. Group practice: dialogue or oral reading practice simultaneously in groups of two to four, each group including a strong student

Level III

At this level, skills of students may differ considerably, depending upon their ability, background, and initiative. Teachers will need to provide more individualized instruction. Frequent discussions among students are desirable. These are directed by a teacher or by an able student. The entire class may participate, or small groups may be organized. Topics are drawn from news media, narrative readings, personal experiences. Reading material used as basis for discussion should always be in the target language.

Since the emphasis is on communication, the teacher will not interrupt unless a serious misconception appears. The personality of the teacher, the type of materials available, the interests and abilities of the students, all help to determine the type of activities to be pursued.

These techniques are helpful in the classroom:

. Listening to recordings of songs, plays, poems, narratives, newscasts, films

. Critical listening, with definite goals: notes in the target language; class discussions; answers to questions; an oral or written summary

. Class discussions led by teacher or able student

. Panel discussions; quiz programs; newscasts; commercials

. Original skits or plays--written, directed, acted under teacher supervision

. Teacher presentation in the target language of new items

. Structural drills as needed

Outside the regular class, other aural-oral practices:

. Language club activities

. A language-table in the cafeteria one or more days a week

. Attendance at foreign films, concerts, lectures, when available

. Practice with friends, family, foreign visitors

. Creative poems or songs, for oral presentation

Levels IV and V

Here, the listening-speaking experience is largely dependent upon the range of reading-writing activities. Individual topics may be assigned for study, with oral reports to the class. Students are led to accept critical comments from the teacher and from other students, in order to improve pronunciation, intonation, idiom, style.

Group and/or individual projects may be based on reading, research, or original dramatizations of narratives read. Students may report on personal or school events. They may present a commercial, quiz program, newscast, sportscast. They will continue to explore contacts with the target language outside the classroom; e.g., foreign films and visitors.

C. Reading

Reading is grasping meaning from written symbols without interference of one's native language. This skill should be developed throughout all levels to include all structures necessary for the student's participation in another culture. Reading is the direct association between word and concept. Translation is not reading.

There are three types of reading: intensive, extensive, and supplementary. The aim of intensive reading is to study carefully a small amount of material; the aim of extensive reading is to cover a larger amount of material more rapidly; the aim of supplementary reading is to read for enrichment.

Intensive Reading

Practices:

. The student has a copy of the material which he already knows. Techniques may be the same as those used to teach the aural-oral skills: model by the teacher, class, group, and individual repetition by the students, reinforcement by the teacher.

. The teacher asks questions in the foreign language to be sure that comprehension accompanies reading.

. Students share with the class letters from their pen-pals.

. The teacher may use the tape recorder to coach the students during reading drill. After the student has passed beyond the build-up drills, he moves to reading connected passages in narrative form. Homework may be the formulation of questions to ask the other students the next day.

At later levels, new vocabulary or structure may be introduced by means of a duplicated sheet containing the new words and structures, used in a contextual setting, which the student will meet in the reading. New words may be clarified in the target language by using synonyms, antonyms, word families, pantomime, visuals, or definitions in the target language or, when necessary for comprehension, the approximate equivalent in English. New structures are presented in pattern drills. Many teachers of foreign languages favor only one new structural presentation per day in early levels.

Extensive Reading

Extensive reading may include sight reading or silent reading in class, long assignments to be done quickly for comprehension, outside reading during the school year and also during the summer, reading in the school or class library from books and periodicals.

The material selected becomes very important. It should be meaningful, interesting, and within the student's ability, and may include such topics as cultural patterns, customs, cities, legends, systems of government, geography, achievements, discoveries, typical humor, topics of current interest, etc. During the beginning stages, progress may be slow. The extensive reading program may have to be initiated in class. Later, class reading may be accompanied by a home assignment of subsequent pages. The teacher must check carefully to see that the assignment has been done and understood.

Practices:

. The student may read on his own initiative when he has control of the sound system and has become familiar with basic mechanics.

. The students listen to tape recordings of stories outside of class while reading the script.

Supplementary Reading

The teacher prepares a list of suitable stories available for supplementary reading and helps the student select reading according to his reading level. Minimum requirements may be established, with encouragement for as much reading as possible. In some cases, a skeleton outline or questions to pinpoint essential information may be given.

In Level I, supplementary reading is done in English.

Level I

The introduction of reading is delayed until the sound system has been mastered. Evidence supports the theory that pupils will learn better pronunciation and intonation if they first listen and imitate. The length of time that elapses between the hearing and speaking and the reading of the dialogue may vary from teacher to teacher or class to class, and also depends on the age of the beginning students. The teacher must be sure that the student's eyes follow the printed page, that his eyes and ears are functioning simultaneously.

Reading Practices:

- Reading of materials that have been mastered audiolingually. These materials should be modeled by the teacher, read in sentences, or broken into thought groups and repeated by the class chorally, by groups, and by individuals.

- Reading of recombined elements, i.e., familiar vocabulary and structure in narrative form. The teacher may ask questions in the foreign language to be sure that understanding has accompanied sound.

Level II

In Level II students will continue to read much material which is presented first audiolingually, although some new material may be given first in written form. The teacher should use various kinds of class activities; e.g., he should ask simple questions not in the text (with students' books closed) on the assigned reading, going from factual questions to personalized questions involving the same vocabulary and structure.

Reading Practices:

- Instruction and practice in extensive reading with emphasis upon phrasing and intonation.

- Choral, group, and individual reading of dialogues, poems, and narrative selections.

- Selected new material for comprehension without translation.

- Foreign language magazines and newspapers appropriate to the level.

- Assignment of selected outside readings of graded material as a way of providing for individual differences in the class.

Level III

Students must continue to hear good models for imitation. Thus parts of material being studied should be used for choral and individual mimicry-reading in the classroom and laboratory. During the latter part of Level III, the reading assignment may exceed the structures thoroughly practiced, but the teacher should make sure that meaning is clear without the need for translation.

Reading Practices:

- Reading of material of increasing difficulty with introduction of new words, new structures, and idiomatic expressions.
- Reading of foreign language magazines, newspapers, and literature appropriate to the level.
- Home Assignments: supplementary reading, combination of class reading and intensive reading of text outside the classroom.

Level IV

At this level, attention should be directed to the development of those reading skills characteristic of a good and a mature reader. More attention should be given to increasing the rate of reading speed. There should be some practice of the various kinds of reading: skimming, reading for general significance, forming sensory impressions, noting details, and reading critically.

Ideally, literature assignments should include insights into the foreign culture--codes of ethics, customs of family life, etc.--which may be better understood through reading and discussion.

Reading Practices:

- Reading plays, short stories, periodicals, and novels
- Outside extensive and intensive reading on topics related to the students' interests such as science, history, geography, the arts, social structures, and other cultural aspects.
- Reading of poetry and dramatizing of plays
- Memorization of prose and poetry

Level V

Students at this level have a rich background of formal and informal learning on which the foreign language teacher may build units of instruction. They have also a keen interest in contemporary culture. The reading emphasis should be on literature and civilization with attention to style, setting, and character development. Information about the author and his literary merit should be discussed. Teachers should encourage students in an ever-developing awareness of cross-cultural understanding through literature.

Instruction at this level may be personalized by planning activities which involve the total group, small groups, and individuals within the group. The teacher may devise a work sheet listing objectives, requirements, additional activities, and a time sheet showing when items are due. In addition, the language laboratory can be used to reinforce the fundamental skills. In such a class, performance in the foreign language and understanding the culture are motivating factors. The student has the opportunity to face his problem, make choices among activities, suggest further activities for himself, and evaluate his progress.

Reading Practices:

- Reading current events and longer articles in foreign language publications.
- Reading any literature available in the original, unedited form.
- Reading articles or books relative to the special interests of students. These may include science, history, geography, the arts, philosophy, etc.
- Home Assignments: longer and more difficult supplementary reading.

D. Writing

Since writing is considered by foreign language teachers as a means of reinforcing and repeating what was learned audiolingually, and what has been read, it will be the least developed of the four skills. The student should not be expected to express himself creatively in writing until he has mastered the sound system represented graphically, can control the basic mechanics of the language, and has a wide range of vocabulary.

Level I

In the first level, writing should be limited mainly to what the student has learned to say. Emphasis should be placed on writing complete sentences. Initial stages of writing should consist of copying, then structural substitution (change in adjectives, gender, substitution of pronouns for nouns, and later change in tense of verb.) Simple conversational sequences like those done orally may be written for practice in accuracy and correct spelling. Dictation of familiar material should be used frequently.

Writing Practices:

- Copying dialogues
- Copying exercises
- Practice in sound-symbol correlation
- Writing from dictation material previously learned
- Filling in a missing word or phrase in a sentence
- Constructing sentences from a substitution table
- Unscrambling sentences
- Writing a controlled composition on material studied in class
  Example: A Shopping Trip
  Directions to student:

  (1) Go on a shopping trip, giving the time at which you start.
  (2) Tell who is going with you.
  (3) Buy something for yourself or a gift for a friend.
  (4) Describe what you bought.

(5) Tell what transportation you are taking to go home because of the weather.

Level II

The student progresses from the stage of copying to writing limited free response exercises in which he completes a sentence, writes a carefully controlled sentence, making changes such as those involving tense, person, number, and agreement of adjectives. Writing at this stage is still strictly controlled so that the student is asked to write only what has been learned. The student still needs models and controls to insure that his expressions represent what is considered good usage in the target culture.

Writing Practices:

. Continued occasional copying and dictation

. Unscrambling sentences

. Modifying a sentence by making changes in grammar and syntax
  Examples: Changing the tense, changing from singular to plural and/or vice versa, giving the answer and asking for the question, substitution of synonymous expressions.

. Writing substitution drills done orally in class (May also be used in Level I).

. Writing a controlled paragraph outlined in English or the foreign language, using a recombination of material mastered orally.

. Answering the questions that follow a dialogue or narrative in the text. (Students will make fewer mistakes in writing if the questions are answered orally first in the classroom.)

Level III

At this level, the student writes to give information. Copying and dictation are far less frequent at this level, but they are still useful devices in focusing student attention on new material learned. Writing answers to questions from the text gives the student opportunity to use new words and structures in a natural setting, at the same time using a considerable part of the question in order to complete the answer. (This may be used also in Level II.)

Writing Practices:

. Writing structure or translation drills. (Care should be taken in translation drills to insure that <u>few changes</u> take place from sentence to sentence.)

. Rewriting sentences or paragraphs in a different person or tense (also for Level II).

. Combining sentences, making necessary changes.

. Writing simple sentences from a compound or complex sentence or vice versa.

. Writing letters to pen-pals in other countries.

. Writing directed narration.
Instructions may be given in English directing students what to say in writing a letter to a friend, in describing a picture, or in telling about an incident. This kind of directed writing is useful in checking students' ability to use specific forms; e.g., relative pronouns, past tenses, and dependent word order.

Instruction: Tell a friend you went to the theater last evening. Tell him with whom you went, where you sat, and whether the seats were good. Tell him the name of the play, whether the performance was good, whether the audience liked the actors, and what you did afterward.

Level IV

Many Level III writing exercises will continue to be useful at Level IV. Answering questions on textbook material should be more complex, involving answers that are not simply a restatement of the question. Students should not be able to answer all questions by lifting an exact statement from the printed page. An increasing number of questions that provoke thought and interpretation should be used.

Approximate length of the compositions assigned should be indicated. Criteria for grading should be made known to students. Criticism of the paragraph should be made in terms of the criteria used.

Writing exercises should be geared to individual differences in background and ability.

Writing Practices:

. Taking notes in the foreign language on class discussions.

. Writing exercises to review and reinforce basic language structures and to practice structures which appear only in writing.

. Writing socially correct letters.

. Writing compositions and résumés dealing with films, readings, or recorded materials.
Instructions may be given in English for writing short résumés. Example:

(1) Read the paragraph rapidly in the foreign language to get a general idea of the setting, the characters, and the situation in which the characters are involved. Do not worry about remembering all the details.
(2) Reread the paragraph. Check yourself to see if you understood something on the second reading that you did not understand the first time.

(3) Write a list of the things you learned from these readings.
(4) Repeat steps 1, 2, and 3 for each of the paragraphs in your assignment.
(5) Using the notes that you have made, write a summary (length may vary) of the important facts and ideas in the assignment. This involves a choice of items because you cannot mention everything.

Grading compositions: Grades assigned should be based on--

. Content

. Number of words without undue repetition

. Range and diversity of vocabulary

. Accuracy in mechanics of writing

. correctness of language usage

. Quality in sentence structure.

A certain percentage of the grade should be based on content and a percentage on the other five categories, or else two grades should be given.

Level V

Level V writing will consist of a continuation and expansion of those practices listed under Levels III and IV. Free composition is permitted and encouraged at this level.

Writing Practices:

. Writing summaries of news events, literary works, films, recordings. (Individual efforts may be combined to produce a newspaper that can be duplicated and read by students of a lower level.)

. Writing various kinds of letters.

. Writing research papers on subjects in the student's field of interest.

. Writing of original poems and stories by those students with creative writing interest. Attention to stylistics is important in this activity.

E. Individualized Instruction

The teacher has a responsibility to help each student develop according to his ability. Individual or group projects are a valuable adjunct to the basic course, but they should be so carefully planned in accordance with the student's capability and maturity that they enhance the basic work of developing the language skills and cross-cultural understanding.

Devices for Helping Less Proficient Students:

- Practice-recordings for take-home use.
- Practice-recordings for after-school or study-hour use.
- Practice drills after hours with teacher or able student or teacher-aides.
- Rescheduling to a review-level course.
- Reading groups for students of similar reading level.
- Using a study guide (for reading) prepared by the teacher.
- Pairing of students (a strong student to aid the weaker one).
- Occasional classwork in groups according to particular needs of students.
- Correlating any interest of student with work in another course.
- Making language laboratory facilities available at various times of day, before and after school.

Individual Projects for Successful Students:

- Reports, written or oral, on supplementary reading.
- Charts or illustrations for basic classwork.
- Charts or illustrations for supplementary topics, e.g.: holidays, folk customs, songs.
- Assistance to a student who is weak or has been absent.
- Construction of questions or exercises to assist class.
- Taking the role of teacher in directing class work.
- Creative writing, for students at advanced levels.
- Invitations to very apt students to observe or participate in projects of next level (clubs, assemblies, etc.).

. Provide individual materials and projects for those who complete tests or exercises before the others.

. Visits to classes in a nearby college or university.

. Pen and tape pals.

. Visits to local representations of the foreign culture, such as art galleries, museums, libraries, shops, and restaurants.

Group Projects for Successful Students, Presented to Class:

. Dramatization of narratives read in or out of class.

. Plays written, directed, acted by advanced-level students.

. Group presentation of a topic chosen from geography, history, folk-customs, with illustrations, reports, dramatizations, etc., according to the talents and language level of the group.

. Preparation of a quiz program, game, panel discussion, contest, appropriate for their level.

. Bulletin-board displays on topics studied, such as calendars, proverbs, traffic signs, stick figures for conversation, etc.

. Displays for halls or display cases, bulletin-board displays for special school occasions, e.g., career day.

Group Projects: Interclass; interdepartmental; interschool; community (under direction of teachers selected for talents and interests)

. Language club, meeting regularly after school.

. Language-table in cafeteria, one or more days a week.

. Banquet once or twice a year, planned by students.

. Assembly programs in conjunction with art, music, home economics (fashion show), social studies departments.

. Celebration of holidays and special days, such as Pan American Day; preparation of displays or participation in civic programs.

. Provision for maintenance-contact through extra-curricular activities, for advanced students unable to schedule the foreign language in upper levels.*

. Language week or language festival.

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*Robert L. Politzer, A Survey and Investigation of Foreign Language Instruction Under Conditions of Flexible Scheduling. U. S. Department of Health, Education and Welfare, September 1966, p.23.

F. The Language Laboratory

The language laboratory, properly used, can serve as an invaluable adjunct to foreign language instruction. The skills of understanding and speaking are greatly aided by frequent and regular practice in the language laboratory, orally drilling the integrated materials which have been previously introduced in the classroom. All practice material presented on tape should first be introduced in the classroom. The laboratory does not replace the teacher, but, like the science laboratory, it enables him and the students to do things that they cannot do in the classroom.

It is assumed that all foreign language classrooms will be provided with at least a tape recorder, with or without some headsets. For suggestions on teaching techniques and examples of various types of pattern drills, see Using the Language Laboratory*.

The presence of a language laboratory or an electronic classroom will help immeasurably in individualizing instruction and in providing for the superior students.

G. Achievement to Be Expected

It is recommended that in all foreign language instruction, the four skills--understanding, speaking, reading, and writing--be taught; and that cultural understanding be developed through a systematic study of the values of the foreign culture as they are reflected in literature, arts, social structure, and attitudes toward environment. The following represents a suggested description of competence by levels of language instruction:**

A student should be able to do the following:

Level I

- Demonstrate control of the whole sound system in listening, speaking, and in reading aloud.
- Use the gestures characteristic of native speakers of the language.
- Repeat the account of a brief incident as he hears it read, phrase by phrase.
- Retell aloud such an incident after repeating it in this way.
- Participate with a fluent speaker in a dialogue about any one of perhaps 20 situations.
- Read unfamiliar materials whose vocabulary and level of difficulty are similar to that of the course, with only a sprinkling of unknown words.

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*Bulletin No. 369, State Department of Public Instruction. Raleigh, North Carolina, 1963.

**For a majority of these definitions of competence, we are indebted to the Michigan Department of Education, in the pamphlet "Recommended Standards of Foreign Language Instruction."

. Write a familiar text from dictation.

. Rewrite a simple narrative containing familiar material, making simple changes in tense.

. Do orally and in writing exercises that involve a limited manipulation of numbers, gender, word order, tense, replacement, negation, command, interrogation, comparison, and possession.

. Demonstrate an awareness of authentic cultural patterns of the foreign society.*

Level II

. Demonstrate continued accurate control of the sound system.

. Recognize all of the basic syntactic patterns of speech and use most of them.

. Comprehend, by listening and also by reading, subject matter that is comparable in content and difficulty to what he has learned.

. Be able to write all that he can say.

. Be able to read brief cultural texts and selections of contemporary literary prose and be able to converse in simple terms about them.

Level III

. Demonstrate continued accurate control of the sound system.

. Demonstrate accurate control, in listening and in speaking, of all the basic syntactic patterns of speech.

. Read aloud a text comparable in content and style to one he has studied.

. Demonstrate the ability to comprehend a variety of texts prepared for comprehension by ear.

. Write from dictation a text he has previously examined for the details of its written forms.

. Demonstrate adequate comprehension and control of all but low-frequency patterns of syntax and unusual vocabulary encountered in printed texts. (Grammatical analysis and explanation of structure, when accomplished in the language, are proper to this level and to the following levels.)

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*For more detailed definitions of achievement expected in cultural understanding at each level, see Ladu, op. cit., pp. 129-30.

. Have firsthand knowledge of 100 to 300 pages of readings of a cultural and literary nature; be able to discuss their contents orally and to write acceptable sentences and paragraphs about their contents.

. Demonstrate the ability to study another subject in the curriculum through the medium of his foreign language.

Level IV

. Read aloud an unfamiliar printed text.

. Write from dictation--(a) following a preliminary reading, and (b) without a preliminary reading--passages of literary prose.

. Converse with a fluent speaker on a topic such as a play seen, a novel read, a trip taken, or a residence lived in.

. Read a text; then in writing (a) summarize its contents, and (b) comment on the ideas expressed.

. In a page or two of text, carefully selected for the purpose, discover and comment upon in the foreign language a stated number of points that are culturally significant. These may be in linguistic structure, in idiom, or in vocabulary reference, e.g., if English were the language being learned, a text about the United States in which the term "night school" appears.

. Read unedited texts with understanding of style and levels of meaning: literal, symbolic, implied.

. Receive oral instructions about an assignment to be written: its nature, its contents, to whom addressed, its form, its length, and its style of presentation; and then write the assignment.

. Take notes in the language.

Level V*

. Comprehend tapes of radio programs, newscasts, lectures, multi-voice recordings on cultural materials; oral readings of contemporary short stories, plays; other materials used for reading.

. Participate in debates, discussions, panels on literary, artistic, scientific, and political developments.

. Discuss films, ETV programs, recorded materials, and topics of interest.

. Write original compositions with use of dictionary and reference grammar.

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*From Foreign Language: A Guide to Curriculum Development, State Department of Public Instruction, Delaware, pp. 51-52.

SIX-YEAR SEQUENCE

LEVEL I - GRADE 7

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. All sounds used in the materials studied. 2. Accurate imitation of pronunciation, intonation, rhythm, and stress in statements, questions, and commands. 3. Recognition of the relationships between sounds and written symbols. 4. Development of auditory discrimination.	1. Agreement of adjectives. 2. Number and gender of nouns and pronouns. 3. Verb forms and tenses necessary for materials studied. 4. Familiar and polite pronouns and verb forms.	1. Basic word order in affirmative and negative statements, interrogatives, and imperatives. 2. Position of adjectives* 3. Agreement of subject and verb. 4. Basic structures related to dialogues, etc. 5. Additional examples of word order in varied contexts through simple reading. *In German, modifying adjectives are not introduced until later.	1. Vocabulary in context for everyday situations such as time, greetings, school, home, etc. 2. Necessary vocabulary to understand simple statements incorporating the basic grammatical forms mentioned previously. 3. The most functional patterns and vocabulary possible.

SIX-YEAR SEQUENCE

LEVEL I - GRADE 8

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Further work toward the mastery of sounds, especially those that differ radically from English sounds. 2. Rhythm and melody of sentences. 3. Further development of auditory discrimination. 4. Association of all sounds with graphic symbols. 5. Reading of appropriate material aloud with proper pronunciation, stress, intonation, expression.	1. Review and reinforcement of material studied in Grade 7. 2. Prepositions 3. Pronouns 4. Possessive adjectives and possession with nouns. 5. Verb forms and tenses necessary for materials studied. 6. Comparison of adverbs and adjectives (except in German) 7. Prefixes and suffixes used for formation of nouns, adjectives, adverbs, and verbs. 8. Verb endings to express meaning. 9. Use of and exposure to above in reading activities and writing exercises.	1. Review and reinforcement of syntactical patterns taught in Grade 7. 2. Structural patterns emphasizing word order. 3. Additional simple reading to reinforce basic forms or word order.	1. Reinforcement and expansion of the vocabulary learned in Grade 7. 2. Additional vocabulary <u>in context</u> involving other daily situations. 3. Content words shopping letters post office restaurant transportation city landscape travel animals holidays legends from the foreign country 4. Awareness of the differences between the native language and a foreign language in range of meaning of words and expressions.

SIX-YEAR SEQUENCE

LEVEL II - GRADE 9

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Further work towards the mastery of all sounds and intonation. 2. Increased length and speed of utterances. 3. Greater awareness of minute pronunciation differences. 4. Technique in word attack (more than just imitation--beginning of rules of pronunciation) 5. Homonyms (real and deceptive)	1. Reinforcement of materials taught in Grades 7 and 8. 2. More stress on the formation of words. 3. Mastery of tenses needed for active usage in Level II activities.	1. Intensive oral and written drill emphasizing word order patterns which differ from English. 2. More complex reading to allow students to encounter basic word order in varied contexts.	1. Functional vocabulary necessary for materials studied. 2. Topical vocabulary for current events: sickness & doctor education vocations government history biography sports 3. Vocabulary suitable for writing letters, reports, outlines, and compositions. 4. Reading for the development of an extensive active and passive vocabulary.

SIX-YEAR SEQUENCE

LEVEL III - GRADE 10

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Reinforcement of intonation patterns, auditory discrimination, and the knowledge of the relationships between sounds and written symbols. 2. Awareness of differences between standard and regional pronunciation. 3. Perfection of reading skill with increase in speed. 4. Perfection of writing skill emphasizing punctuation, capitalization, syllabication and accentuation.	1. Expansion and reinforcement of knowledge about all basic word forms previously studied. 2. Control of person and number of pronouns and of high-frequency verbs in all forms and tenses. 3. Control of gender and number of nouns and adjectives. In German, adjective endings are studied. 4. Increased reading, writing, speaking, and listening in which the above forms are emphasized.	1. Continued intensive aural-oral and written drill emphasizing word order patterns which differ from English. 2. Intensive, extensive, and supplementary reading to reinforce knowledge of word order. 3. Additional reading to acquaint students with items of regional or literary usage.	1. Functional vocabulary necessary for materials studied. 2. Development of a large active and passive vocabulary achieved through constant listening, speaking, reading, and writing practice. 3. Emphasis on a vocabulary suitable to express emotion, feelings, judgments, and evaluations in writing and in speaking.

SIX-YEAR SEQUENCE

LEVEL IV - GRADE 11

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Reinforcement of auditory discrimination of all sounds. 2. Written exercises to refine the knowledge of the relationships between graphic symbols and the sounds they represent. 3. Comprehension and reproduction of utterances at near-native speed.	Introduction to an elementary study of morphological development in the target language.	1. Review of grammatical structures wherever needed. In German, introduction of subordinate clauses. 2. More intensive aural-oral and written drill stressing word order. 3. Intensive, extensive, and supplementary reading to reinforce knowledge of word order. 4. Expanded usage of all grammatical structures in speaking and in writing with near-native accuracy and speed.	1. Objective: extensive active vocabulary through a wide range of conversational topics enabling the student to communicate in the modern world. 2. Reading materials based on each student's interest, ability, maturity, and objective. Aim should be development of an extensive passive vocabulary through a variety of reading selections. 3. Mastery of a writing vocabulary appropriate to the occasion. 4. Development of a sensitivity to the differences between the spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. 5. Emphasis on differences in expressing ideas from one culture to another.

LEVEL V - GRADE 12

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Reinforcement of auditory discrimination of all sounds. 2. High degree of fluency in speaking. 3. Ability to read aloud with expression mature works of literature.	1. Comprehension of all changes of meaning caused by gender, number, different uses of prepositi[illegible] tense, voice, mood of verbs, and other modification of word forms. 2. More complete understanding of patterns of behavior and their relation to the proper use of accepted idiomatic expressions in the target language. 3. Reinforcement of the above through extensive comprehension, speaking, reading and writing practice.	1. Complete comprehension of the use of word order to help express meaning orally and in writing. 2. Continued and increased use of supplementary reading and extensive reading to encounter more complex structure in a variety of contexts.	1. Ability to understand standard foreign language speech in normal conversational contexts. 2. An active speaking vocabulary appropriate to his age and capacity enabling the student to communicate with a high degree of fluency. 3. Recognition in context of a wide range of vocabulary items. 4. Extensive outside reading based on the student's interest, ability, maturity, and objectives.

FOUR-YEAR SEQUENCE

LEVEL I - GRADE 9

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. All sounds indigenous to the target language. 2. Emphasis on accuracy in intonation, rhythm, and stress in statements, questions, and commands. 3. Recognition of relationships between sounds and written symbols. 4. Development of auditory discrimination.	1. Agreement of subject and verb. 2. Determiners (articles) 3. Nouns and pronouns--number and gender. 4. Adjectives--agreement or inflection. 5. Conjugation of verbs as presented in the basic text and in supplementary material--commands. 6. Comparison of adjectives and adverbs.	1. Common patterns of word order in statements, comments and questions in the affirmative and the negative. 2. Correct use of the verb forms taught.	1. Words and expressions essential for thorough and natural sounding practice of the forms and structures studied. 2. Basic items--nouns, verbs, etc. 3. Content words names greetings farewells classroom terms numbers colors clothing telling time dates (calendar) school building family and home parts of body common foods weather Christmas and other holidays relative to the countries studied.

FOUR-YEAR SEQUENCE

LEVEL II - GRADE 10

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Further work towards the mastery of sounds, especially those that differ most from the English. 2. Association of all sounds with the correct orthographic representations. 3. Homonyms (real and deceptive) 4. Rhythm and melody of sentences.	1. Reinforcement of Level I 2. Mastery of tenses needed for active usage in Level II activities.	1. Intensive drill emphasizing word order patterns which differ from English. 2. Provision for more complex reading in order that students encounter basic word order in varied contexts. 3. Additional reading exercises to reinforce structures learned.	1. Vocabulary necessary to understand simple statements incorporating the basic grammatical forms of Levels I and II within contexts utilizing the most functional patterns and vocabulary. 2. Introduction of more content words pertaining to meaningful experiences. 3. Development of a passive vocabulary needed for listening and reading comprehension. 4. Realization that vocabulary is influenced by historical background, social customs, and other factors.

FOUR-YEAR SEQUENCE

LEVEL III - GRADE 11

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Reinforcement of intonation patterns, auditory discrimination, and knowledge of the relationships between sounds and written symbols. 2. Awareness of differences between standard and regional pronunciation.	Expansion of knowledge about and use of basic word forms listed in Levels I and II in listening, speaking, reading, and writing.	1. Utilization of learned structures in meaningful utterances related to daily situations. 2. Comprehension and control of all high-frequency patterns of syntax. 3. Additional forms and word order in more extensive use of supplementary readings. 4. Additional reading to acquaint students with items of regional or literary usage. 5. Increased practice in written exercises with emphasis on correct word order.	1. More abstract vocabulary connected with intellectual activities should be included. 2. Vocabulary suitable for writing letters, outlines, compositions should be developed. 3. Vocabulary designed to express emotions and feelings should be amplified.

FOUR-YEAR SEQUENCE

LEVEL IV - GRADE 12

PHONOLOGY	MORPHOLOGY	SYNTAX	VOCABULARY
1. Integration and extension of all phonological skills. 2. Concentration on poetic variations in the language, in phrasing, rhythm, intonation. 3. Perfecting the reading skill with increase in speed. 4. Perfecting the writing skill.	Introduction to an elementary study of morphological development in the target language.	1. Review of structures as needed. 2. Emphasis on word order peculiar to the target language.	1. Development of an extensive active vocabulary through a wide range of conversational topics enabling the student to communicate in the modern world. 2. Selections of reading materials based on each student's ability, interest, maturity, and objectives. Aim should be the development of an extensive passive vocabulary through the use of a variety of reading selections. 3. Development of a writing vocabulary appropriate to the occasion. 4. Differences in expressing ideas from one culture to another.

SECTION III. EVALUATION

A. Guiding Principles

Evaluation consists of the use of tests, quizzes, laboratory checks, and subjective teacher observations. Constant evaluation is important in order to determine the extent to which each student is attaining the objectives of the course and of the language program. The role of testing in the classroom includes:

- Evaluation of student progress and diagnosis of student difficulties.
- Motivation and instruction of students.
- Evaluation of teaching procedures in the light of course objectives and student achievement.

Distinction must first be made between the four types of language tests: prognostic, progress, achievement, and proficiency. Each type of test is designed to measure certain qualities.

. The prognostic, or aptitude, test provides an indication of a student's probable success in his study of a foreign language. Since some students may score well on the aptitude test and do poorly in a foreign language class or obtain a low score on the aptitude test and yet perform well in class, the prognostic test should be used as only one of several factors used by the guidance counselor in advising students on foreign language study. It is recognized that personal motivation plays an important role in a student's success.

. The progress test or quiz measures the extent to which a student has mastered the material being taught in the classroom and the language laboratory. Although some textbook publishers have brought out progress tests to accompany their textbooks, most tests of this kind are prepared by the teacher. The distinction between test and quiz is one of dimension and purpose, rather than of content. The test is announced in advance and covers a specific unit of instruction, pulling together the work of several class periods. Tests are usually given every two or three weeks--in some cases, every week.

The quiz is brief and usually unannounced. Frequent quizzes encourage students to devote time regularly to their language study. The quiz enables the teacher to acquaint students with types of items that will later be used in tests. The value of the quiz lies in its positive effect on student learning and the practice it affords in the art of test-taking. Grades on daily quizzes are not of primary importance.

. The achievement test measures the overall student control of the language and is not based on the content of a particular course. Such a test is generally prepared by an outside group and has been pretested and standardized. Student scores may be compared to statewide or national norms.

. The proficiency test defines a student's level of achievement in reference to a specific type of employment or instruction. The examiner wishes to find out, not how much the student knows (as in the case of the achievement test), but whether he has mastered specific skills and content deemed prerequisites for a particular job or course of study. The placement test used by colleges and universities is the best-known of the proficiency tests.

B. General Guidelines for Testing

Preparing tests forces the teacher to think of his own objectives in regard to specific skills and understandings. The following general guidelines are suggested:

. Class goals should be kept in mind--one should not try to test what has not been taught.

. All skills taught must be measured--if speaking skill is taught, it should not be ignored in testing.

. All skills should be measured both separately (primarily for diagnosis) and as a whole (overall ability to communicate).

. Frequent quizzes will tend to keep students on their toes, and when scores are averaged will also yield more reliable results than those based on fewer quizzes.

. The value of tests and quizzes as teaching devices is directly related to how soon students are reinforced or corrected by hearing and/or seeing corrections.

. To avoid monotony, tests and quizzes should be varied in format and type of items.

. The teacher should constantly note pupil progress by making both objective and subjective evaluation of laboratory work and other aural-oral performance.

. The teacher must keep in mind that in order for tests to have positive effects on learning, students must be kept informed as to goals and acceptable scores and be given sufficient opportunities for success so that a build-up of overwhelming frustration will not occur.

. It would be very helpful if teachers could evaluate student achievement in the light of student capabilities. For example, a student who scores low on the reading comprehension section of an intelligence test in his native language should not be penalized for making approximately the same score on a reading comprehension test in the foreign language. Likewise, speaking skills in the foreign language should be evaluated in the light of fluency, hesitancy, etc., in the student's native speech. (It is recognized that this is a highly complex area because of the almost universal insistence upon the use of grades as criteria for progression to the next level, college entrance, etc. However, it is also felt that the dedicated professional educator should not completely ignore the problem simply because of its complexity.)

C. Construction Procedures for Tests and Quizzes:

(Teachers are urged to consult the references in the bibliography for amplification and clarification of the following suggestions.)

. Identify the particular skills, content, structures, etc., to be evaluated.

. Decide upon best means of evaluation--objective (answers clearly right or wrong) or subjective (degrees of rightness and wrongness, at discretion of teacher)--and upon specific types of items within the chosen category (multiple choice, true-false, fill-in, question-answer, visual stimulus, etc.)

. Carefully construct test, far enough ahead of time to be able to review and revise it if necessary before administering it. It should be remembered that in any item involving choice from a variety of answers "one response must be distinctly correct or more suitable than the others. Incorrect responses are called distractors and should be so worded that they seem attractive to the uninformed or poorly informed student. If a distractor is so obviously wrong that it is never selected, it plays no useful role in the item and should be eliminated or replaced by a new alternative."*

. When making out test, consider ease of scoring so as to facilitate immediate and accurate reinforcement.

. Make directions clear and distinct. They should be given in English or in both English and the target language until the advanced levels when it is obvious that all students understand them in the foreign language. Examples for test items should be given where it seems necessary.

. Evaluate tests already made and/or administered in terms of reliability, validity, scorability, economy, utility, and ease of administration, and use information so obtained to improve subsequent tests.

. Not all tests and quizzes must be long, drawn-out affairs, nor do they all require hours of preparation. With practice, and with a constantly growing and adaptable item file, teachers can learn to put together very valid quizzes consisting of only a few items, doing so rapidly, frequently, and accurately.

Caution: Every effort should be made to avoid constructing tests which actually measure I.Q. rather than language skills.

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*Rebecca Valette, Modern Language Testing. Harcourt, 1967. p. 10.

D. Test Types and Techniques:

In order to see more readily which types and techniques measure only one skill and which ones measure a combination of skills, the effort has been made to list them in that order.

1. Comprehensive Tests

a. Listening

(1) Sound discrimination

(a) Listening only--Students listen for a previously identified word, intonation or stress pattern, pronunciation, etc.
(b) Sound-symbol correlation--Student sees several items and chooses which one is said by examiner.

(2) Comprehension

(a) Independent items--completion, question-answer, rejoinder, choice of picture described by examiner.
(b) Items related to a passage read aloud by examiner--completion, question-answer.

(3) Written choices based on oral stimuli, utilizing types of items just mentioned, but giving possible answers in written instead of spoken language.

b. Speaking

(1) Mimicry--Check specific points of pronunciation and intonation, other errors disregarded.

(2) Question-Answer--Check comprehension of speed and intonation of response.

(3) Fluency: Oral responses to conversational situations--ability to initiate and respond.

(4) Oral responses to visual stimuli--Concrete vocabulary from pictures, oral reading of prepracticed or related material, etc.

(5) Sample technique for including speaking with unit tests: items based on unit written on cards. Student comes to front, chooses 2 or 3 cards and hands to teacher without looking. Teacher administers items. Next student comes up and first one returns to written test.

c. Reading

(1) All types mentioned in part a. (2) of "Listening" above can be used in Reading simply by using them in written form. Matching may also be used.

(2) Items may be chosen on the basis of structural choices as well as overall comprehension, e.g., al + del, aux, zum.

(3) Here especially, care should be taken to avoid constructing intelligence tests instead of tests that measure foreign language skills. Items should be those that native speakers could hardly avoid getting right, so that reading comprehension is not subordinated to sophisticated analyses and interpretations.

d. Writing

(1) Objective measurement of developmental writing skills

(a) Sound-symbol checks
(b) Dictation of various types
(c) Partial sentences and directed sentences, such as sentence construction from written and visual cues, substitution, transformation, directed discourse, etc.
(d) Directed passages
(e) Vocabulary (measured in context, not by translation)

(2) Evaluation of above skills plus expression, style, organization, etc. Use directed compositions (including directed letter-writing at appropriate levels).

Note: The evaluation of writing, the most sophisticated of the four language skills, is much too complex to be passed over lightly. See Valette, op. cit. Chapter 8, "The Writing Test" (and other similar works) for detailed information and sample items.

e. Cultural Awareness

(1) See Teaching for Cross-Cultural Understanding* for definitions and desired outcomes.

(2) Cultural awareness may be measured by any of the above types and techniques which lend themselves to this area (multiple choice, for example).

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*Tora T. Ladu, Teaching for Cross-Cultural Understanding. North Carolina Department of Public Instruction, p. 129.

2. Quizzes

a. Adaptation of types and techniques in comprehensive tests

Almost all of the types and techniques discussed in the preceding section may be utilized on shorter forms as quizzes.

b. Other types

Any other types of quizzes which the teacher feels appropriate to his classroom goals and activities may be used.

E. Standardized Achievement Tests Now Available

1. MLA Cooperative Foreign Language Tests (Princeton: ETS, 1964)

a. French, German, Italian, Russian, Spanish

b. Levels and Forms

(1) Level L, Forms A B, for use in Levels 1 2 in secondary school and through second semester college. (Differentiated at this level by type of instruction: traditional or audiolingual)

(2) Level M, Forms A B, for Levels 3 4 secondary and through fourth semester college.

c. Sections and Times: Listening 25 minutes, Speaking 10 minutes, Reading 35 minutes, Writing 35 minutes. (Writing available separately)

2. MLA Foreign Language Proficiency Tests for Teachers and Advanced Students (ETS, 1962)

Same basic format as above.

3. Cooperative French Listening Comprehension Test (by Nelson Brooks: ETS, 1955)

a. French only.

b. Two forms: usually from Level 2 secondary through 5th semester college.

c. Sections: Phonetic discrimination, Answering questions, Completion of statements, Comprehension of passages.

d. Directions given in French.

4. Pimsleur Modern Foreign Language Proficiency Tests (Harcourt, Brace & World, 1967)

   a. French, Spanish, German

   b. Levels and Forms

      (1) Form A, first level; Form C, second level

      (2) For use at secondary and college levels

   c. Available as separate tests: Listening, Speaking, Reading, Writing

   d. Testing times in minutes

      Listening--approximately 15
      Speaking--approximately 16
      Reading--35
      Writing--35

NOTE: In order to save the above type test until the end of the year, and still give students the opportunity to become accustomed to standard proficiency tests, it is possible to use back copies of the AAT contest tapes--at mid-term, for example.

F. Aptitude Tests for Foreign Language Students

1. The role of aptitude tests--general statement: Under no circumstances should language aptitude tests be used to deny a student the opportunity of attempting to learn a foreign language. This practice would negate both the democratic heritage of our Nation as reflected in our schools and the obvious importance of interest and effort in determining scholastic success. The primary importance of aptitude tests lies in their use as one of the predictive and diagnostic devices.

2. Desirable characteristics of aptitude tests:

   A good aptitude test should be based on scientific studies of the nature of language learning, and should measure separately each factor involved. It should have been checked in actual practice as to reliability and validity. Correlation with the student's overall scholastic record and his interest in foreign language study should also be considered. It is definitely not desirable to base one's predictions and diagnoses on any one variable to the exclusion of all others, such as the all-too-widespread use of a certain grade in English as a prerequisite to entrance in a foreign language course.

3. Guidelines for the effective use of aptitude tests:

   Aptitude tests should be administered before any language instruction has begun, or as near as possible to that beginning. Obviously, immediate grading of these tests is essential if one is to reap their full value.

Test results should be analyzed to try to determine in what areas students are likely to excel or to encounter difficulty. Knowing this, the teacher can be much more effective in providing individual instruction to help overcome the deficiencies noted. Caution: The teacher must be very careful not to allow test results to prejudice him into losing his objectivity in evaluating actual student performance: the fact that a student may be weak in language analysis, for example, does not of necessity mean he will not make up for that weakness by being a hard-working, highly-motivated student.

The possibilities for utilizing aptitude test results in preliminary intra-class grouping and pairing, individualized homework assignments, classroom activities, etc., are limited only by the imagination of the teacher.

NOTE: Careful comparisons should be made between aptitude test results and subsequent student performance in order to make constant checks on the local validity of the tests and to establish local norms. It is suggested that the help of guidance counselors be sought in this area because of their training in the use and interpretation of standardized tests, and the vital role they play in helping students decide how long they will study a foreign language.

4. Aptitude Tests now available:

a. Carroll-Sapon Modern Language Aptitude Test (New York: The Psychological Corporation, 1958, 1959)

(1) Sections

(a) Number learning (using nonsense syllables)
(b) Phonetic script (using English phonemes)
(c) Spelling clues
(d) Words in sentences
(e) Paired associates (using "Kurdish-English" vocabulary)

(2) Time of Administration: a little over one hour
(short form, last 3 parts: 45 minutes)

(3) Tape recording used with test? Yes.

b. Pimsleur Language Aptitude Battery (New York: Harcourt, Brace & World, Inc., 1964. Experimental Edition)

(1) Sections

GPA and Motivation
- (a) Grade Point Average - overall
- (b) Interest in learning a foreign language

Verbal Intelligence
- (c) Vocabulary (in English)
- (d) Language Analysis (Kabardian used as target language)

Auditory Ability
- (e) Sound-discrimination (Ewe used as target language)
- (f) Sound-Symbol (using English nonsense words)

(2) Time of administration: approximately 39 minutes.

(3) Tape recording used with test? Yes

G. Summary

Evaluation is an ongoing process involving tests, quizzes, and teacher observations. It is most effective when used as an instrument of instruction and motivation as well as of prediction, diagnosis, and measurement of attainment.

Both progress tests and standardized tests should be used, and teachers should constantly examine both in the light of course goals and teaching procedures to see if they are actually measuring what is being taught.

Care should be taken in the selection, preparation, and organization of material for the skill(s) being tested, and in the administration of the finished product.

Evaluation is of such importance and complexity that no opportunity should be lost for inservice education, cross-training, and individual study regarding its effective use.

Appendix A

VOCATIONAL OPPORTUNITIES FOR USING FOREIGN LANGUAGE COMPETENCIES

Foreign Service. Fluency in one or more foreign languages is a "must."

Business. Overseas jobs with American business firms exist in many fields: professional, managerial, technical, skilled, secretarial, sales, and others.

Federal agencies. One who speaks the language of the country in which he works will be in a better position to make friends.

Peace Corps and charitable organizations. The Peace Corps recruits people in almost every occupation.

Foreign Study. Fluency in a foreign language may be just the extra qualification that could win a scholarship at a foreign university or an opportunity as an exchange student.

Research. Investigation in any field is enriched by consulting the work of foreign experts.

Travel. Language fluency gives one a head start in learning what people of other countries think and what their customs are.

Opportunities at home (other than foreign language teacher, interpreter, or translator). Each year the number of foreign visitors and students coming to this country increases. Whenever the foreigner meets Americans--in hotels; stores; restaurants; resorts; airline, bus, and railroad offices--the person who has the added tool of a foreign language has an added chance of securing a job.

Appendix B

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A selected and annotated bibliography has been prepared to accompany this guide. It has been kept separate in order that new titles may be added from time to time. Included are titles of readers for Levels I-V in French, German, and Spanish; professional literature for teachers; publications for students; and language club materials.